

REVISION ACTIVITIES & GAMES

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In order to keep promoting reflection on the topic, this handout has been produced in a revision fashion. You can also form a study group and go over the handout together. Have fun!

I – Rationale.

How much can you affirm about the rationale behind revision activities and games? Mark these sentences T or F and justify them, then check your answers in the key right below them.

1 - Revision activities are necessary because we learn language by being in contact with it.

2 - Games are necessary because they add an element of fun to the class, and this is important.

3 - Every game promotes language learning and/or speaking skills.

4 - The more we revise language, the more we foster its acquisition.

5 - Revision games and activities can be applied at any moment of a class.

6 - Revision activities are always communicative and always require interaction.

7 - Game-losing students only resent it if the teacher does not conduct feedback properly.

8 - Every game will end with a winner and a loser.

9 - Revision activities help both teachers and students realize what learners still need to improve.

10 - Learning stations are the only effective way to apply language revision.

KEY

1 – T - The more we see words and patterns again and again, the more we acquire them.

2 – F - Actually, some games can be no fun at all, and classes with no games can be really fun. The advantage of using games is that Ss can review previously taught language in a very different way, and that they can learn from each other by playing games.

3 – F - Some do, others don't. Always choose a game not by the fun it will bring to one particular class, but always by the language it will trigger—preferably choose the ones that trigger the language you are working on in your class.

4 – T - (same as 1) Acquisition processes need constant contact to be triggered.

5 – F/T - It will depend on the aims and objectives of the class. The most common moments are either at the beginning (warm up) or at the end (wrap up), but, depending on the objective of the class, it can be used as the class main activity (for an exam prep or prior to evaluations, for example).

6 – F - There are some games which are played individually and many review exercises which are also done individually. Do remember that many revision activities can be done for homework.

7 – T - The atmosphere of class games has to be controlled by the teacher. Winners can be cheered, but losers must receive support and positive, motivating feedback so that they remember it is all right to lose in a class game because its real objective is to practice language (not to win or lose).

- 8 – F - Some games do not need to identify winners and losers. Also, for the ones which do, the teacher can always manipulate it a bit so that it ends in a tie. There is no harm in identifying losers and winners, though, if the teacher does so in a very welcoming and reassuring atmosphere, i. e., never putting the losers on the spot.
- 9 – T - The sentence is self-explanatory. Also, it must be added that learners can also learn a lot (from each other) while they play the game or work on the revision activity together.
- 10 – There are dozens of ways to apply language revision. *Learning Stations* (*Revision Stations*, *Work Stations*, whatever you call it) is just one of them.

II – Staging.

Do you remember the staging for revision activities? Try to retrieve each stage and say what it involves.

KEY

| |
|---------------------------|
| Lead in |
| General instructions |
| Monitoring + Intervention |
| Reflection |
| Feedback |

LI – Get Ss involved and engaged in the revision activity.

GI – Give Ss an overview of how they are supposed to work. (Every revision activity and game must come with a set of specific instructions. Reading the instructions and following them correctly is part of the learning process.)

Monitor – T takes advantage of not being the center of the attention and assesses his/her Ss' performance and language aspects.

Intervention – T joins the group and applies feedback and correction accordingly. The advantage is that T can focus on few Ss at a time and has a chance to work on specific problems from student to student.

Reflection – Ss need to be made aware of what they remember, what they need to practice further, and what they need to re-learn.

Feedback – Reassurance and general comments to the group as a whole.

III – Variety.

Here is a list of books and games you can take advantage of in order to vary your class activities. Remember this is only a sample. There are dozens of other books and games you can use. Also, there are hundreds of sites you can also visit and download from.

BARNES, A. ET AL. Have Fun With Vocabulary. England: Penguin, 1996.

HADFIELD, J. Advanced Communication Games. Nelson, 1987.

HADFIELD, J. Classroom Dynamics. Oxford University Press, 1996.

HADFIELD, J. Elementary vocabulary Games. Malasia: Longman, 2003.

HADFIELD, J. Intermediate Communication Games. Nelson, 1990.

HADFIELD, J. Writing Games. Longman, 1995.

HANCOCK, M. Pronunciation Games. N.Y.: Cambridge University Press, 1995.

THORNBURY, S. An A-Z of ELT. GB: Macmillan, 2006.

THORNBURY, S. & WATKINS, P. The CELTA course. GB: C.U.P., 2007.

UR, P. & WRIGHT, A. Five-Minute Activities. Cambridge University Press, 1994.

WRIGHT, A., BETTERIDGE, D. & BUCKBY, M. Games for language learning. 3rd Ed. Cambridge University Press, 2006. 153p.

Class Games:

- Auction
- Chinese whisper
- Find the order (Ss receive cards and they have to position themselves so as to set the card contents in order)
- Guess who?
- Hangman
- Hot potato
- Maze
- Relay race
- Spelling bee
- Stop!
- Teapot
- Twenty questions
- Etc...

Some board games (some need to be adapted):

- Balderdash
- Call-it!
- Cranium
- Cross the T
- Outburst
- Scattergories
- Scrabble
- Snakes and Ladders
- Taboo
- The verb game
- Trivial Pursuit
- Wheel of fortune
- Etc...

IV – Try it out!

Here are the revision games and activities for your CELTA course so far. Have a go!

LANGUAGE QUIZ!

Instructions:

- 1 – Pick a card and reply to it.
- 2 – Your peers must say whether your reply is right or wrong. If they say you are right, you get one point. If they prove you wrong, no points.
- 3 – Check your answer against the key. If you are right, congratulations! If you are wrong, share the correct answer with your peers. Attention: you do not lose points if your peers say you are right but you find out you are wrong. It is their judgment that grants you a point, not the accuracy of your answer.
- 4 – At the end of the game, place all cards back in a deck, face down as you have found them.

Points (memorize your points)

Winner: 3 points.

Second winner: 2 points.

Third/Fourth winners: 1 point.

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Which verb tense does this timeline express for action 1?

xxxxxxxxA2xxxxx
(Past) action 1 (x) action2 (A2) today

Which verb tense does this timeline express?

X X X X X
(Past) action (x) today

If I had enough money last week, I would have bought that apartment. (Does it need editing? Justify.)

I would not be here trying this game if I had won the lottery in January. (Does it need editing? Justify.)

How do you pronounce this word? / 'flæbər,gæstɪd /

Which syllable receives the stress in *Adjective*?

How many syllables are there in *unfortunately*?

What is the phoneme for the letter 's' in *measure*? /z/ /ʃ/ or /ʒ/?

How many schwas are there in *unreasonable*?

Which words mark the rhythm/sentence stress in this sentence?

I will order when my friends arrive if you do not mind.

Mr. Simms, how do you spell (...)? Can you put it on the board?
(Does it need editing? Justify.)

*How do you call **vaca** in English?*

(Does it need editing? Justify.)

LANGUAGE QUIZ! ANSWER KEY:

Vocabulary:

1 – *How do you call **vaca** in English?* **WRONG**. The correct collocations are:

- **How** do you **say** ...?
- **What** do you **call** ...?

2 – *Mr. Simms, how do you spell (...)? Can you put it on the board?*

- **WRONG**. Can you **write** it on the board? (L1 influence)

Grammar:

1 – xxxxxxxxxxxA2xxxxxx => Action 1 is past continuous/progressive

2 – (Past) x x x x x today => Present Perfect Simple (repeated action)

3 – *If I had enough money last week, I would have bought that apartment.* **WRONG**. If I **had had**... 3rd conditional, i.e., imaginary **past** situation (last week).

4 – *I would not be here trying this game if I had won the lottery in January.* **RIGHT**.

Phonology:

1 – /'flæbər,gæstɪd/ = **Flab**bergasted – **a** as in **a**pple.

2 – *Adjective* = **AD**-jec-tive – **a** as in **a**pple; schwa in the other two syllables.

3 – *unfortunately* = **5** syllables = un-**for**-tu-nate-ly (the **e** is not pronounced, thus no syllable)

4 – *measure*? Answer: /3/

5 – *unreasonable* – 5 syllables = 3 schwas.

6 – *I will order when my friends arrive if you do not mind.* (5 beats – mind carries the sent. stress)

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The UNSCRAMBLE GAME!

STAGING SKILLS TEACHING

Instructions:

- 1 – Each member picks a set of cards and put the cards in order to show its correct staging.
- 2 – All participants do it at the same time. The first one to finish it **correctly** gets 3 points, the second, 2 points, and the third/fourth, 1 point. When everyone is done, you all check sequence by sequence to say whether you think they are right.
- 3 – Check all your sequences against the key. If you everyone is right, congratulations! If anyone shows a wrong sequence, s/he will move to the last position. Attention: you do not lose points if your peers say you are right but you find out you are wrong. It is their judgment that grants you a point, not the accuracy of your answer.
- 4 – At the end of the game, scramble your cards back in a deck, face down as you have found them.

Points (memorize your points)

Winner: 3 points.

Second winner: 2 points.

Third/Fourth winners: 1 point.

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Slips:

| |
|---|
| Brief pre-teaching of vocab |
| Brief pre-teaching of vocab |
| Brief reading activity |
| Eliciting text communicative function and genre structure |
| Feedback |
| Feedback / Closing |
| Feedback / Closing |
| Feedback / Closing |
| Feedback / Closing |
| Follow up (reaction to text) |
| Follow up (reaction to text) |
| Lead in |
| Lead in |
| Lead in |
| Lead in |
| Listen – details (scan) |
| Listen – gist (skim) |
| Listen - language work |
| Listen - specific information |
| LISTENING |
| Model instruction |
| Model instruction |
| Model speech |
| Model text |
| Oral Text context - predict |
| Peer feedback to contents and organization |

| |
|-----------------------------|
| Pre-teach vocab |
| Pre-teach vocab |
| Read - details (scan) |
| Read - gist (skim) |
| Read - language work |
| Read - specific information |
| READING |
| Recall steps |
| Sharing |
| Sharing |
| Sharing |
| SPEAKING |
| Strategy / exponents |
| Students perform |
| Students resume performance |
| Students write draft 1 |
| Students write draft 2 |
| Text context - predict |
| WRITING |

STAGING SKILLS TEACHING ANSWER KEY:

SPEAKING

Lead in
Model speech
Recall steps
Strategy / exponents
Model instruction
Students perform
Feedback
Students resume performance
Sharing
Feedback / Closing

READING

Lead in
Pre-teach vocab
Text context - predict
Read - gist
Read - details
Read - specific information
Read - language work
Follow up (reaction to text)
Sharing
Feedback / Closing

WRITING

Lead in
Brief pre-teaching of vocab
Model text
Brief reading activity
Eliciting text comm. func. and genre structure
Model instruction
Students write draft 1
Peer feedback to contents and organization
Students write draft 2
Feedback / Closing

LISTENING

Lead in
Pre-teach vocab
Oral Text context - predict
Listen - gist
Listen - details
Listen - specific information
Listen - language work
Follow up (reaction to text)
Sharing
Feedback / Closing

TERMINOLOGY CHALLENGE!

ATTENTION: Do **not** destroy property. Keep cards as neat as they are.

Instructions:

- 1 – Pick a card and a) explain what it is; b) what it means; c) how it is applied.
- 2 – Your peers must say whether your explanation is right or wrong. If they say you are right, you get one point. If they prove you wrong, no points.
- 3 – Check your answer against the key. If you are right, congratulations! If you are wrong, share the correct answer with your peers. Attention: you do not lose points if your peers say you are right but you find out you are wrong. It is their judgment that grants you a point, not the accuracy of your answer.
- 4 – At the end of the game, place all cards back in a deck, face down as you have found them.

Points (memorize your points)

Winner: 3 points.

Second winner: 2 points.

Third/Fourth winners: 1 point.

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Cards:

| | | |
|------------|---------|----------|
| Elicit | MPF | S-Ss |
| Clarify | PPP | Feedback |
| Drill | TTT | CCQ |
| Board (v.) | Lead In | ICQ |
| | S-S | |

TERMINOLOGY CHALLENGE! ANSWER KEY:

BOARD – To write words on the board **after** having worked on them orally. It must contain PoS and stress mark (for vocab), and word class and sentence stress (for structure).

CCQ – Concept check question. Questions that you ask to make sure Ss understood the explanation.

CLARIFY – Phase in which you make sure Ss understand vocab by detailing meaning and use.

DRILL – Phase in which you have Ss repeat word/structure to make sure they get its pronunciation/wording.

ELICIT – Phase in which you make Ss get to the word you will clarify.

FEEDBACK – Comments on Ss performance, attitude, skills, and language.

ICQ – Instruction check question. Questions that you ask to make sure Ss got the instructions.

LEAD IN – A quick talk to prepare Ss to understand the teaching input they will receive.

MPF – Meaning, Pronunciation, Form. The sequence you should follow to teach language structure.

PPP – Presentation, Practice, Production. The sequence you should follow to teach a language.

S-S – Pair work (= Student works with another student).

S-Ss – Group work (= Student works with other students).

TTT – Teacher talking time. The class time used up by the teacher's utterances.

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MEMORY GAME!

STAGING LANGUAGE TEACHING

ATTENTION: Do **not** destroy property. Keep cards as neat as they are.

Instructions:

- 1 – One member turns two cards up. If they match (stage / definition or example), the participant collects them. If they don't, the participant turns them face down again.
- 2 – All participants follow the same procedure one at a time. The one with the highest number of cards at the end of the game gets 3 points, the second, 2 points, and the third/fourth, 1 point. If anyone disagrees with the match, check the key immediately.
- 3 – At the end of the game, scramble your cards back on the board, face down, as you have found them.

Points (memorize your points)

Winner: 3 points.

Second winner: 2 points.

Third/Fourth winners: 1 point.

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Cards:

Vocabulary Lead In

Clarify meaning

Vocab Controlled Practice

Vocab Freer Practice

Feedback to vocabulary

Context suitable for
vocabulary

ECDB

Use these words to fill in
the blanks.

Use these words as you
discuss this task.

Spelling, pronunciation,
C/U, use.

Structure Lead In

Presentation

Structure Controlled
Practice

Structure Freer Practice

Feedback to structure

Context suitable for
structure

MPF

Use this structure to ask
these questions.

Interview your friends
about this topic.

Error correction,
pronunciation, word
order, use.

STAGING LANGUAGE TEACHING ANSWER KEY:

| | | |
|-------------------------------|----|--|
| Vocabulary Lead In | => | <i>Context suitable for vocabulary</i> |
| Clarify meaning | => | <i>ECDB</i> |
| Vocab Controlled Practice | => | <i>Use these words to fill in the blanks.</i> |
| Vocab Freer Practice | => | <i>Use these words as you discuss this task.</i> |
| Feedback to vocabulary | => | <i>Spelling, pronunciation, C/U, use.</i> |
| Structure Lead In | => | <i>Context suitable for structure</i> |
| Presentation | => | <i>MPF</i> |
| Structure Controlled Practice | => | <i>Use this structure to ask these questions.</i> |
| Structure Freer Practice | => | <i>Interview your friends about this topic.</i> |
| Feedback to structure | => | <i>Error correction, pronunciation, word order, use.</i> |

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Feedback results chart (individual)

So how many points have you scored? Think about how much you have remembered and identify the best message for you below:

| | |
|---------|--|
| 10 - 12 | Congratulations!!! 😊 You are doing really well!!! 😊 |
| 7 - 9 | Well done. You remember everything. You just need a little more time to retrieve it in your mind. Please revise the files in the input session section in our wikispace quicken your mind. |
| 4 - 6 | You are doing fine, too! You just might not be used to all these terms yet. Please review the files in the input session section in our wikispace, re-study your notes and practice, practice, practice. Remember: practice makes perfect! 😊 |